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ABSTRACT

This course enables teenagers to examine their present level of achievement of the developmental goals involved in the process of maturing toward adulthood. The factors involved in achieving sexual identity, emotional independence, effective social relationships, a positive self-concept and a personal value system are assessed. The course is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision. The major goals are for the student to (1) identify the developmental goals of adolescence and (2) to investigate the many interrelated factors which affect teenagers' goal achievement and describe personal contributions that can be made which will assist in making a successful transition to young adulthood. This is followed by a listing of twelve specific behavioral outcomes. (Author/BW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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BECOMING AN ADULT

Home and Family Education--6763.05

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DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

BECOMING AN ADULT

6763.05

Home and Family Education

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for the

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Dade County Public Schools
Miami, Florida 33132
1971

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COURSE DESCRIPTION

This course enables the teenager to examine his or her present level of achievement of the developmental goals involved in the process of maturing toward adulthood. The factors involved in achieving sexual identity, emotional independence, effective social relationships, a positive self-concept and a personal value system will be assessed.

COURSE ENROLLMENT GUIDELINES

This course should be made available to all students in grades 10-12. It is the beginning course in the Family Living sequence which includes Rings 'n Things, Marriage Day By Day and Parenthood.

RATIONALE

In order for the adolescent to move from the dependence of childhood to the independence and interdependence of adulthood he must accomplish certain developmental tasks or goals over a long stretch of years. The adolescent may be working on a number of these simultaneously and success in one facilitates progress in another. The older the adolescent, the more he is confronted by the problem of where he stands with respect to the entire adult world of independence, marriage, jobs and politics. He must find an identity as himself rather than as a member of either his family or his gang. In the attainment of these goals, the young adolescent is usually concerned with who he is; the older adolescent is preoccupied with what to do about it! He is trying to define the place he will occupy in adult society. This course is designed to facilitate the successful emergence of young adults.

FOREWORD

This course of study has been developed by teachers as part of an effort to make Home and Family Education more meaningful and interesting to students. It is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. The wealth of activities and resources are intended to be examples from which the teacher can select those that best meet the needs of the students. To facilitate continuity it is recommended that the teacher be selective in choosing activities, but maintain all objectives within the course. Where content ideas are given, they are intended to be general notes and suggestions from the writer(s) to the teacher to further explain objectives and activities. This first edition is a Working Copy and it is hoped that the teacher will note suggested changes and additions while using it in order to aid in future revision.

MAJOR GOALS

1. The student will identify the developmental goals of adolescence in making the transition from childhood to adulthood and analyze personal level of achievement of these goals.

2. From an individual and societal point of view, the student will investigate the many interrelated factors which affect teenagers' goal achievement and describe personal contributions that can be made which will assist in making a successful transition to young adulthood.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Identify the developmental goals of adolescents and analyze present personal level of achievement of these goals.

2. Analyze how inherited and environmental factors have affected personal development.

3. Describe the differences between male and female physiology and interpret typical masculine and feminine behavior presently ascribed to in our culture.

4. Define various types of sexual behavior considered atypical in our culture and investigate some of the possible causes and effects of sexual deviancy.

5. Contrast various interpretations of human sexuality, formulating a philosophy which will contribute to total development.

6. Relate the functions performed and experiences provided by the family to individual growth toward emotional independence from parents and describe how the individual may contribute to family harmony in the process.

7. Recognize the importance of learning to work effectively with others for a common purpose and developing qualities that are conducive to good social relationships.

8. Identify personal resources and determine ways of using these resources to achieve assurance of economic independence.

9. Relate the manner in which basic needs have been met to self-concept and discern the relationship between personality and maturity.

10. Examine various aspects of adult responsibility in a democratic society and ways of developing socially responsible behavior.

11. Analyze the manner in which value systems are acquired, list personal short-term and long-term goals and formulate a philosophy of life which will allow fulfillment of these goals in keeping with personal values.

12. Propose reasons for preparing for marriage and family life and suggest a course of action which will lead toward successful accomplishment of this goal.

COURSE CONTENT

I. Overview of adolescents' developmental goals

A. Identification of developmental goals of adolescence
B. Analysis of present personal level of achievement
C. Analysis of effect of heredity and environment on personal development

II. Growth toward adulthood

A. Achieving physical competency
   1. Acceptance of physical differences
   2. Interpretation of human sexuality
      a. Behavior ascribed to sexes
      b. Attitudes as they affect life-styles
      c. Atypical sexual behavior and deviancy
      d. Personal code of behavior
B. Gaining emotional independence
   1. Functions family ideally performs
   2. Relationship of encouragement and experiences in independence to ease of transition
   3. Contributions of individual to family harmony
C. Getting along with age-mates and other people of both sexes
   1. Necessity of having friends
   2. Qualities conducive to friendship
   3. Assessment of personal behavior
   4. Basic foundation for meaningful interpersonal relationships
D. Using resources to achieve assurance of economic independence
   1. Material resources
   2. Human resources
      a. Skills contributing to scholastic success
      b. Abilities and interests related to vocational plans
E. Achieving identity
   1. Basic human psychological needs
   2. Factors affecting personality development
      a. Ideal self-concept
      b. Actual self-concept
   3. Interrelationships of self-concept, personality, identity, achievement and maturity
F. Developing socially responsible behavior
   1. In a democratic society
   2. In the society of mankind
G. Developing a workable set of values, goals, moral standards
   1. How value systems are acquired
   2. Plan of goal fulfillment in keeping with personal value system
   3. Personal philosophy of life
H. Preparing for marriage and family life

BEHAVIORAL OUTCOME: 1. Identify the developmental goals of adolescents and analyze present personal level of achievement of these goals.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
There are many possible ways to list the goals or tasks of the adolescent period. The goals listed below are a culmination of those given in Adolescent Development and Relationships: A Study in Human Behavior. Achieving physical competency - accepting one's physical capacities Gaining emotional independence from parents and other adults and still contributing to family harmony Getting along with age-mates and other people of both sexes Developing intellectual skills and achieving scholastic success Choosing and preparing for a vocation based on ability and interest Achieving assurance of economic independence Achieving identity - discovering and developing one's most acceptable self Developing socially responsible behavior Developing a workable set of values, goals, moral standards Preparing for marriage and family life	Brainstorm for the following: All the things that must be done by young people in order to get ready to be "out on their own" as adults Make a list of the developmental goals of adolescents. Compare this list with the list previously made. Fit the specifics that were in the first list into the appropriate categories of the second list. Small or large group discussion: What is the time of life that is considered the adolescent period? What are the differences between the biologists' point of view of adolescence and that of the sociologists? (It is interesting to note here that the field of child development looks at it from the interrelationship of both) If such is the case, why is one of these more "correct" than the other? How do each of these points of view or definitions affect the problems and/or difficulties for adolescents? For their parents? For other adults? Why is it said that changing roles is never easy? How can an awareness of these developmental goals help in making the transition to adulthood easier for adolescents? For their parents? For other adults?	Adolescent Development pp. 1-26 Relationships: A Study in Human Behavior pp. 128-137

BEHAVIORAL OUTCOME: 1. Identify the developmental goals of adolescents and analyze present personal level of achievement of these goals. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Havighust states that these must be mastered by adolescents in our culture if they are to be happy and well-adjusted. Adolescence is a long period, hence little progress is made during early adolescence because there is little motivation to master these tasks. However, by the senior year in high school adulthood is rapidly approaching; this provides the necessary motivation to prepare for this new status. Whether or not the developmental goals will be achieved by the time of legal maturity will depend upon individual motivation, opportunities for learning, and the type of foundations built before reaching adolescence. For the biologist, adolescence is the period of rapid growth, beginning with an accelerated phase that continues until the attainment of sexual maturity, merges into a decelerating phase and terminates when skeletal growth has ended. But it is also a social phenomenon. The sociologist may describe adolescence as a period when society has ceased to regard the young individual as a child but has not yet accorded him full adult status. Two conflicting themes, hence many issues to confront.	Write a paper in which present personal level of achievement of each of the developmental goals is analyzed and summarized.	

BEHAVIORAL OUTCOME: 2. Analyze how inherited and environmental factors have affected personal development.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Heredity provides the potential one has for the development of a particular trait and the potential one has for the development of a particular physique.	From personal observation, mention instances of definite family physical traits being transmitted. Comment on the following: "I inherited my bad temper from my father." "He's a real chip off the old block." "The older you get, the more you look like your mother." "He looks more like his Uncle George than George's own son!" "She's had such a poor environment."	Thresholds To Adult Living pp. 50-53
The degree of utilization of a person's potential is determined by his environment.	Discuss case studies which illustrate the interplay of heredity and environment from Married Life, pp. 25-27. Discuss the quote "I am part of all I have met." Why is it difficult to differentiate between inherited and environmental influences in one's life? Participate in one-minute debates on the following: Manners are influenced by environment. Values are influenced by environment. Feelings of security depend upon environment. Intelligence is influenced by environment. Each student identify personal environmental factors by listing the people, events or surroundings that have influenced his development in major ways.	Married Life pp. 20-27 Living In Families pp. 33-38 Personal Adjustment, Marriage and Family Living pp. 6-11

BEHAVIORAL OUTCOME: 3. Describe the differences between male and female physiology and interpret typical masculine and feminine behavior presently ascribed to in our culture.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
An understanding of the physical and psycho-sexual differences between most men and women can help provide a basis upon which realistic and mentally healthy attitudes and acceptance of one's own sex and total sexuality can be based. Sex is not solely a body function or act. It is the gender of which we are born and part of the total sexuality we develop through a process of learning by association. In our culture, the roles of men and women and thus, masculine and feminine behavior are changing from traditional patterns. Attitudes and behavior related to one's sex are culturally defined and one's parents are the original and probably most influencial teachers of sex education. This is because even though they might not disclose a single biological fact to a child, their behavior is observed and emulated and becomes the basis of masculine or feminine behavior patterns in the child. The education the child thus receives could probably better or more correctly be termed sexual or sexuality education.	Take a pretest on terms related to male and female physiology. Compare individual results of pretest with a list of definitions of terms distributed in class. Discuss discrepencies. Participate in a question and answer period. Submit questions to a "Question Box" for answering, and any necessary discussion during next class session. View and discuss transparencies of the physiology of the male and female reproductive systems. Continue to submit questions to the "Question Box". Describe and discuss the possible reasons for the traditional male and female division of labor. In what ways are these traditional divisions changing? What are some of the reasons for this change? Describe and discuss traditional behavior patterns (roles) of men and women. How have these influenced present-day concepts of masculine and feminine behavior? Make a list of characteristics, actions, activities, and dating customs personally considered masculine and those considered to be feminine. Compare with other members of the class. Discuss how traditional concepts of masculinity and femininity are changing. What are some of the possible reasons for these changes?	Family Life and Sex Education: Curriculum and Instruction pp. 99-100, 105-108, 169-170, 181-184 Modern Sex Education Chapter 2 Adolescent Development pp. 500-536 Relationships: A Study In Human Behavior pp. 38-39, 134-137, 144-145, 169, 187-188, 207, 289-290, 319-322, 340-341 Marriage and the Family pp. 19-24, 39-43, 90-97, 142-143, 155-157, 169-170, 234-235, 290 Married Life pp. 30, 33 Your Marriage and Family Living Chapter 5 Social Deviancy Among Youth pp. 61-62 Marriage and Family in the Modern World

BEHAVIORAL OUTCOME: 3. Describe the differences between male and female physiology and interpret typical masculine and feminine behavior presently ascribed to in our culture. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Parents whose masculinity or femininity is clearly accepted and defined provide an optimum environmental influence on sexual attitudes and behavior in their children.	Listen to reports on the sexual roles, divisions of labor, and mores of other cultures, past or present. Discuss similarities and differences.	Films: The Human Body: Reproductive System Human Reproduction Learning To Live Psychological Difference Between The Sexes To Be A Man To Be A Woman
At this time, behavior considered within the normal range should be emphasized, since sexual deviancy is the concept of the next outcome and normal physical development and patterns of behavior and their development should provide an optimum basis for an inquiry into sexual deviancy and its possible causes and effects. However, the teacher may wish to interweave some of the learning opportunities of Outcomes #3 and #4.	Listen to a special report on Freud's theory of personality development. Summarize the basic orientation of this theory. Do all present-day psychologists and/or psychiatrists agree with this theory or its orientation? Listen to a special report on Love Is Not Enough. Summarize the author's theory or theories for the basis of many of the problems in emotionally disturbed children that center around excretory functions, and stem from early experiences involving elimination and genitals. Discuss the occurance in the formative, early childhood years of sex-related behavior such as removal of clothing, running out in the yard naked, urinating or having a bowel movement other than in the toilet (especially after toilet-training is supposed to have been completed), and the handling of the genitals from the standpoint of how one's future attitudes toward sexuality can be affected by the manner in which these occurances are dealt with by parents, other adults, older siblings, neighborhood children or babysitters.	Film loops: Man and Woman (set of 3) Filmstrips: Human Reproduction series Love and the Facts of Life series Masculinity and Femininity Love Is Not Enough On Becoming A Woman Teenagers and Sex What Teenagers Want to Know Toward a Quaker View of Sex Sex in America Sex and the College Student Sex is For Real

BEHAVIORAL OUTCOME: 3. Describe the differences between male and female physiology and interpret typical masculine and feminine behavior presently ascribed to in our culture. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss how people tend to regard little girls who have highly developed traditionally masculine skills and interests and little boys who have traditionally feminine skills and interests. How are these same little girls and boys regarded after they pass the age of 12 or 13 years? Describe differences between the psycho-sexual natures of most males and females. What are the factors that possibly account for these differences? Why is it important for men and women to understand these differences? Summarize how an acceptance of one's sex and the behavior associated with it can lead toward the achievement of physical competency and thus, functioning as a well-rounded person within the normal range (e.g. an emotional healthy person).	Strangers in the House: Catholic Youth in America The Girl You Marry The Man That You Marry Pamphlets: Sex and Our Society Helping Boys and Girls Understar Their Sex Roles

BEHAVIORAL OUTCOME: 4. Define various types of sexual behavior considered atypical in our culture and investigate some of the possible causes and effects of sexual deviancy.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Disturbed or arrested psychological development can cause heterosexual attraction to be sublimated or undeveloped.	List and discuss various types of atypical or socially unacceptable sexual behavior: Rape — Adultry Prostitution — Promiscuity Which of these types of behavior have laws associated with them, making them illegal? Which of these are socially frowned upon but not technically illegal? What areas in our country have legalized prostitution? in the world? What is the philosophy behind legalized prostitution?	Relationships: A Study in Human Behavior pp. 134, 204-216 Family Life and Sex Education: Curriculum and Instruction pp. 136, 152-156 Married Life pp. 68-71 Sex Offenders Marriage and the Family pp. 102-103, 107, 109, 121, 135, 155, 207, 291, 324-325
People are gradually being educated to look upon the sexual deviant as a person with emotional problems who needs sympathy and treatment rather than a criminal who must be punished.	What is the difference in implication between the terms premarital sexual relations and promiscuity? List and discuss various types of sexual deviancy in our culture including the following: Homosexuality — Masochism Bisexuality — Sadism Pedophilia — Transvestism Bestiality — Frottage Fetishism — Exhibitionism Discuss the following statement: "All deviate behavior results from disturbed human relationships rather than from an unusual sex need". In small or large groups, discuss the following: How can sexual deviation be reduced in adolescents? What are some of the causes of sexual deviation? Why should young people study deviancy?	Films: Boys Beware Girls Beware Name Unknown

BEHAVIORAL OUTCOME: 4. Define various types of sexual behavior considered atypical in our culture and investigate some of the possible causes and effects of sexual deviancy. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Listen to a member of the legal profession on the following: "Laws Designed To Protect Citizens From Sexual Exploitation" Can laws effectively prevent sexual deviation? Invite a professional person to speak on "The Prevention of Sexual Deviancy". Report on current articles in newspapers and/or magazines on how persons who are sexual deviates feel about their place in society. What and where are some of the changes in laws concerning homosexuality between two consenting adults? Describe personal views on this changing trend.	Resource persons: Lawyer Social worker Psychologist

BEHAVIORAL OUTCOME: 5. Contrast various interpretations of human sexuality, formulating a philosophy which will contribute to total development.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The attitude that a person has toward his sexuality is determined by his fundamental attitude toward himself, toward others and toward life itself. His attitude will shape his sex manners and morals. In our culture, the more that sexual relationships are most meaningful in the privacy of marriage between man and wife prevails. Societies and cultures vary widely in what they expect and demand of people, but in no case has sex conduct ever been regarded as a strictly private affair. In all known societies, sex conduct is regulated as part of the total system, and absolute promiscuity has never been supported or encouraged by the moral codes. What a person does about his sexual behavior is of concern to his family, his friends, his sex partner and him personally.	Discuss and define the term total sexuality. Describe how one's sex (gender) determines his total sexuality. How are the elements of total sexuality acquired by an individual? Describe how total sexuality acquired is an integral part of life. What are the advantages and disadvantages of sexual behavior being more openly discussed, written about and researched? Bring to class examples from magazine and newspaper advertisements which capitalize on sexual attraction to "sell" products, gain attention, etc. Discuss this limited biological view of total sexuality: What are the possible reasons for this emphasis being apparently so useful to advertisers? What are the disadvantages of this limited view of sexuality being the view constantly emphasized? If this view does not seem limited personally, discuss the reasons for this opinion. Describe, bring examples to class and discuss the effect of movies, TV programs, and coverage of news items in current newspapers and magazines that are related to sexual (biological) behavior or emphasis. Why do these tend to give young people an unrealistic outlook in this area?	Relationships: A Study in Human Behavior pp. 193-201 Family Life and Sex Education: Curriculum and Instruction pp. 145-152, 169-171, 158-159, 181, 185-187 Married Life pp. 64-68, Chapter 3 Films: Phoebe How Much Affection? To Be In Love Film loop: Points of Departure series Filmstrips: Being Responsible About Love and Sex series Dating Problems of Older Teens series Everything But... Health and Social Problems serie Moral Values series Sexual Values in Society Values for Teenagers: The Choice is Yours Why Wait Till Marriage series

BEHAVIORAL OUTCOME: 5. Contrast various interpretations of human sexuality, formulating a philosophy which will contribute to total development. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A person's family bears the burden of his behavior. A person's friends care what he does. When he yields to the pressures of one group, he may find himself an outcast among others whose friendship over a period of time might mean more to him. Future dates and marriage opportunities depend upon the reputation a person builds, the groups he relates himself to, and the standards of conduct he maintains. The Judeo-Christian code is taught by adults as the most meaningful code to follow. However, the adult world does not provide enough models who live by this code. Adults often live by one standard but talk another, as evidenced by the adult world's frustrated, juvenile obsession with sex. This obsession saturates the adolescent world with inescapable and distorted images. Yet political speech-making and educational sermonizing stress such phrases as "moral and spiritual values" in a way that makes them appear to be a commodity that can be bought and delivered, quite apart from the realities of life.	Orally, or in writing, describe what has been learned about sexual roles from one's parents Analyze how this learning has taken place. Describe how personal role expectation as an adult individual, husband or wife, father or mother, is different from parents', if such is the case. Analyze possible causes or reasons for this different point of view. Listen to special reports on controls that have been used, historically or presently, in America or other cultures in an effort to control and/or regulate sexual conduct or behavior (use of chastity belts in medieval times, stoning or confinement in stocks, in public view of adulterous wives or husbands, etc.) Listen to student report on the book <u>The Scarlet Letter</u> or the film, <u>Ryan's Daughter</u>. Discuss the use of punishment as a means of preventing sexual relations before marriage or in extra-marital stituations. Is it an effective means of controlling such behavior? Why or why not? Observe and listen to a presentation of "How Important is Premarital Chastity?" Discuss from the standpoint of personal opinions the validity of the mother's position and views, as well as the daughter's. Orally or in writing, anonymously if desired, describe personal viewpoint on this subject. Research statistics which indicate whether or not unmarried sexual relations are more prevalent today than in the past. What phenomenon may prevent discovery of a true or realistic answer to this question? Report to the class.	Teaching aid: <u>Worth Waiting For</u> Periodical: <u>Good Housekeeping</u>, June 1966 "How Important Is Premarital Chastity?"

BEHAVIORAL OUTCOME: 5. Contrast various interpretations of human sexuality, formulating a philosophy which will contribute to total development. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Small or large group discussion: Has there been a change in sexual morality in America in recent years? If so, what are some of the possible causes of these changes? What are the influences upon young people that contribute to the development of an individual's code of sexual behavior?	
	Listen to clergymen from various organized religious faiths represented in the class or requested by class members to speak on standards or moral codes encouraged by that faith. Participate in a question and answer period following.	Resource persons: Clergymen from the various organized faiths represented in the class on requested by class members
	Discuss the following quotation by Harvey Cox, "Not to decide is to decide". How does this relate to the code of behavior of an individual?	
	Discuss the following: "Future dates and marriage opportunities depend upon the reputation a person builds, the groups he relates himself to and the standards of conduct he maintains".	
	From personal experience, or observation relate incidents of the following saying: "You're judged by the company you keep".	
	List techniques used by some young people in an attempt to secure participation in sexual experimentation. How can these advances be managed or controlled by the other person involved?	Ann Landers Talks to Teenagers About Sex
	Listen to a special report on teenage sex problems and what to do about them written by Ann Landers.	

BEHAVIORAL OUTCOME: 5. Contrast various interpretations of human sexuality, formulating a philosophy which will contribute to total development. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss Document 10-3, page 185, Family Life and Sex Education: Curriculum and Instruction, entitled, "What is Moral and What is Immoral?" from the standpoint of personal agreement or disagreement with the criteria set forth and reasons for personal point of view. Write a paper which describes personal philosophy of sexuality, sexual behavior and view of how the acceptance of one's physical capacities can lead toward achievement of an emotionally stable adulthood.	Family Life and Sex Education: Curriculum and Instruction p. 185

BEHAVIORAL OUTCOME: 6. Relate the functions performed and experiences provided by the family to individual growth toward emotional independence from parents and describe how the individual may contribute to family harmony in the process.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The family is the basic unit of society. It produces new individuals for the society and besides giving physical life, imparts to these new members knowledge, customs, traditions, and emotional and spiritual endowments. Each family has a heritage and a unique "personality" affected by its members, past and present. A person is helped to become a distinctive, and yet cooperative personality when he is accepted in his own family and feels he has a significant place in it. The adolescent whose childhood has been a gradual preparation for the independent status of an adult will have far less difficulty in adjusting to adulthood than one who has received little training or encouragement to be independent. In most cultures, the status of the child is different from that of the adult. In our culture, we go to extremes in emphasizing this difference. As a child, he is encouraged to be nonresponsible but later is expected to assume a responsible adult role. The transition from a submissive to an independent role is difficult because he has been trained to behave in a submissive way, and then suddenly he is expected to behave in an independent way. This provides much of the stress	List and discuss the functions of the family in our society. Describe the tasks of parents throughout the life of a child in helping prepare him for the tasks of adolescence. Describe from personal observation, experience or interview, situations which are a source of family conflict during the adolescent years between teenagers and parents. Describe the outcome of such a conflict. If it was resolved in a way conducive to family harmony, describe how this was achieved. Listen to a special report on how to deal with conflict in the family. Present a series of skits which show how independence can be encouraged in children in various stages of development such as toddler, early childhood, middle childhood, early and later adolescence, without the child feeling he has been abandoned by the parents. Based on the premise that individual members of a family who have a feeling for the family and its unity will probably be more concerned and work harder to promote and preserve family harmony, describe a custom or family activity that is personally very meaningful. What is the relationship between the importance the individual feels he has as a member of his family and the importance of the family to the individual?	Family Life and Sex Education: Curriculum and Instruction pp. 111-112 Doc. 7-6, "Functions of the Family Relationships: A Study in Human Behavior pp. 70, 128-138, 136-137 Personal Adjustment, Marriage and Family Living Chapters 1 & 2 Living in Families Chapter 1 Film: Roots of Happiness Filmstrips: Family Living I series Family Living II series Family Problems of Older Teens The Tuned-Out Generation Pamphlets: Talking It Over At Home Developing Character in the Home A Strong Family Getting Along In The Family Parent Teenager Communication Coming of Age: Problems of Teens Keeping Up With Teenagers

BEHAVIORAL OUTCOME: 6. Relate the functions performed and experiences provided by the family to individual growth toward emotional independence from parents and describe how the individual may contribute to family harmony in the process. **(continued)**

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	React to Robert Frost's comment, "Home is where, when you have to go there, they have to take you in." What is implied? Do class members agree with this interpretation of home? Discuss the list "What Makes a Happy Family" from Supplemental Materials for Family Living Semester Course, p. 66. Evaluate individual family situation in terms of this list. In small groups describe ways in which teenagers can contribute to family harmony. **Play the game Generation Gap and evaluate how it might affect parent-teenager communication.**	Teaching aids: Supplemental Materials for Family Living Semester Course p.66 "What Makes a Happy Family" Personal Adjustment, Marriage and Family Living, Teacher's Manual Game: Generation Gap

BEHAVIORAL OUTCOME: 7. Recognize the importance of learning to work effectively with others for a common purpose and developing qualities that are conducive to good social relationships.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Individuals seek relationships with others in order to satisfy needs for recognition, affection, adequacy, self-expression and empathy.	List the people considered personal friends in the following groups: Children Adults Peers Older adults Describe personal ability to get along with each person, what is received from the relationship and what is received by the other person from the relationship.	Adolescent Development pp. 130-135 Thresholds To Adult Living pp. 64-76 Film: Understanding Others
Good human relations are a matter of forming habits of thinking, talking and acting that make people like us, trust us and believe in us.	Discuss the lists found in Supplementary Material for Family Living Semester Course, p. 135: "How To Fail In Human Relations" "How To Better Our Human Relations" In small groups, compile a list of things considered most irritating and/or annoying about age-mates. Suggest ways of giving constructive criticism to a friend. Suggest ways of receiving constructive criticism! List anonymously, specific examples of conduct observed in others during one day which would tend to make that person popular or unpopular. Compare lists with class members and compile a class list. Complete the following assignment: As students and teachers are passed in the halls, smile and greet them. In conversations with friends try to show genuine interest. Keep a diary of experiences and results. Discuss responses elicited.	Curriculum guide: Supplemental Materials for Family Living Semester Course p. 135 Filmstrips: Getting Along With Others series (set of 6) Learning To Relate To Others Popularity Problems of Older Teens series

BEHAVIORAL OUTCOME: 7. Recognize the importance of learning to work effectively with others for a common purpose and developing qualities that are conducive to good social relationships. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
An attitude of respect for the unique worth of each individual is conducive to the development of friendships.	Discuss prejudice, its causes and various types. Relate personal experiences with prejudice. Discuss the implications of the current cry, "Every man is your brother!" Has this appeal ever been predominate or "in the public eye" before? - when, how and by whom (or what)?	Pamphlet: How to Raise You Children Without Prejudice
Deep human fulfillment comes through significant and lasting relationships with others.	Define, and discuss the differences between acquaintance, friend and best friend. In small groups define and describe loneliness and its possible causes. Discuss the difference between being alone and being lonesome. Through class discussion develop a list of desirable places for meeting prospective friends.	Film: Making Friends Filmstrip: Popularity Parade Relationships - A Study in Human Behavior pp. 121, 172-182
The ability to love is the basic foundation for establishing meaningful interpersonal relationships.	Anonymously, complete the "Friendship Questionnaire". Tabulate and discuss results. Compare with tabulations from other classes or entire student body, if possible. View several examples of the newspaper cartoon "Love Is..." Draw and caption original "Love Is..." cartoons. Discuss the many aspects of love represented by the cartoons.	A Changing Person Chapter 4 Married Life Chapter 6 Filmstrip: Friendship and Love Personal Adjustment, Marriage and Family Living Chapters 4 and 14

BEHAVIORAL OUTCOME: 8. Identify personal resources and determine ways of using these resources to achieve assurance of economic independence.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Material resources are those tangible resources with which we have to work to achieve our goals.	Discuss what is meant by personal resources. Compile a class list of resources, separating according to whether material or human. Discuss factors which influence how an individual uses his resources.	Married Life Chapter 15 Know Yourself
Human resources are intangible personal and social assets such as intellectual skills, abilities and interests which should be considered when selecting a vocation and planning and preparing for a vocation.	Write a paragraph analyzing personal use, both present and possibly in the future, of these material resources: Food — Money Clothing — Community facilities Shelter React to the statement, "Too many material resources can present a problem to the individual." Write a paragraph analyzing personal use of human resources according to present use and future vocational and avocational possibilities of use. Include: Time — Education Energy — Personality Abilities and skills — Appearance Intellect and knowledge — Health Discuss the following questions: Which human resources are possessed, at least potentially, by each person in the normal range? Interpret the term scholastic success. Does this mean being a straight "A" student? In what ways can scholastic success help an individual achieve assurance of economic independence? How can individuals gain realistic views of vocations and make realistic long-range plans?	Filmstrips: Knowing Yourself I series Who am I? The Search for Self

BEHAVIORAL OUTCOME: 8. Identify personal resources and determine ways of using these resources to achieve assurance of economic independence. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Discuss the following questions: (continued) How can middle childhood and early adolescent experiences help determine or develop interests and/or abilities? What kinds of experiences might these be? Which human or material resources would present the greatest problems if they were lacking or unidentified and/or poorly developed? What future problems might be encountered as a result? How could one plan to overcome this disadvantage or cope with these problems?	
	In small groups consider a mounted picture illustrating the use of personal or material resources. In each, identify the type of resource(s) depicted and build a case study around the effective or non-effective use of the resource(s). Listen to each group present its case study orally. Discuss the use of the resource(s) as presented. Make suggestions for additional or different uses or different interpretations of the picture.	
	Listen to a representative from various vocations in which class members have expressed interest speak on aspects of that vocation including work conditions, personality and educational qualifications, opportunities for advancement and future outlook for that occupation.	Resource persons: Representative from selected vocations Guidance counselor Personnel director
	Listen to a personnel director or counselor speak on assessing one's interests and abilities and matching them to vocations that hold future opportunities.	

BEHAVIORAL OUTCOME: 8. Identify personal resources and determine ways of using these resources to achieve assurance of economic independence. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Present happiness and future security depend upon a realistic evaluation of human and material resources.	Discuss what things should be considered when choosing one's life work to make sure planning is realistic.	Adolescent Development pp. 10, 631-632, 651-668
Effective utilization and management of material resources is necessary if individual goals are to be realized.	Listen to student presentations of individual accounts of how realization, utilization and management of resources have already helped in reaching goals and how goals have been revised in view of changing values and circumstances.	
	Read and react to "Man Wanted" from Married Life p. 507.	Married Life p. 507
	Discuss these questions: Why do some teenagers quit school? What are advantages of increased education? Should everyone go to college? What alternatives are available? What is work? Why are there varying attitudes about work? What are the advantages of part-time employment during the high school years? Disadvantages? How can a part-time job be helpful in preparing for a vocation? How can a job help a teenager achieve emotional independence?	Pamphlets: Evening College - The Big Second Chance How to S-T-R-E-T-C-H Your M-O-N- Paying for a College Education Tensions - And How to Master The What to Expect from School Counselors
	Analyze personal attitudes regarding work, either as an employee, student, or at home. Each student put himself in the place of an employer and determine if he would hire himself.	
	Reanalyze all present personal resources. Outline a realistic course of action for development and use of resources for the next few years. Indicate how this is the first step in a long-range plan to achieve economic and emotional independence.	

BEHAVIORAL OUTCOME: 9. Relate the manner in which basic needs have been met to self-concept and discern the relationship between personality and maturity.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
A need has been defined as an electro-chemical process of some sort which is inwardly felt as the force of a desire which tends to propel thought and action in a certain direction. All human behavior is motivated by needs; we behave in order to adjust to these needs, to remove them or to satisfy them. Behavior patterns in satisfying our basic needs are culturally determined, socially directed and goal oriented. Maslow classified our basic needs into a rank of five categories, going from the most basic to the least. Man must first satisfy his physiological needs, safety needs, etc. before he can develop to his maximum potential. 1. Physiological needs (hunger, thirst, etc.) 2. Safety needs (protection from harm or injury) 3. Love needs (affection, friendship, sense of belonging) 4. Esteem needs (self-respect, social approval, etc.) 5. Self-actualization (achieving maximum development of one's potentialities People satisfy the need to love and to be loved in many different ways throughout their lives.	Brainstorm for definition of the term, basic human needs. Compare with definitions of term from references. Consider the quote, "The grand essentials to happiness in this life are something to do, something to love and something to hope for". Identify the basic psychological needs expressed in this quote. Complete the psychological needs matching test found in Relationships: A Study in Human Behavior. p. 10. Why would these appeals seem to produce effective results in advertising? Write a one-minute reaction to the work LOVE written on the chalkboard. Compare interpretations. Develop a bulletin board depicting various stages of life and love (using cartoons and pictures) including: Self-love — Marital love Parental love — Love of children Family love — Love of mankind Friendship Relate at least one incident that has been personally experienced in the last 24 hours which has given one a feeling of success (such as a compliment or praise received, success at a task, etc.) Describe ways to be instrumental in helping others experience success. Discuss the characteristics of "true" friendship. What other terms are often applied to friendships with these characteristics? How can the relationship between parents and children (especially teenagers) show some of these characteristics?	Relationships: A Study in Human Behavior pp. 2-10, 12-24 Living in Families pp. 44-49 The Art of Loving Chapter 2 Filmstrips: The Meaning of Success Understanding Your Love Feelings

BEHAVIORAL OUTCOME: 9. Relate the manner in which basic needs have been met to self-concept and discern the relationship between personality and maturity. (Continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
If one is to continue growing throughout life he must satisfy his need for new experiences. (This need seems to fit into Maslow's 4th and 5th categories.)	Class members recall any times when they have felt the need for new experiences (boredom). Discuss whether this is a basic need. Is it a motivating factor?	Film: Meeting the Needs of Adolescents
A person can reach his full potential only if he is able to identify his needs and satisfy them. Needs are basic in man's total makeup, but their expression and satisfaction develop many complicated patterns of behavior. Behavior serves a useful function when it is directed toward the goals that will fulfill our basic human needs. Behavior will vary depending on the strength and intensity of the goals, and the availability of socially approved outlets for satisfying our needs. Unless needs are identified and understood we may be driven by restlessness into various forms of trial and error behavior without realizing what is happening.	Describe various hobbies of class members. Bring examples to class, if possible. Discuss what basic needs are met through the cultivation of hobbies. Discuss the following conditions that people in our society attempt to avoid because they are in direct conflict with needs: Loneliness — Feeling of inferiority Poverty and want — Failure Threatening situations — Boredom Why is it not possible to avoid all of these situations all of the time? Since they cannot always be avoided, describe ways one can cope with each. Relate how the fully met basic needs of hunger, thirst, safety, love and esteem during childhood can help the adolescent concentrate his energies on achieving his developmental goals and meeting his need for self-actualization.	
Each culture has created individual cultural needs. In ours, the value of individualism is assumed; privacy is imperative.	Write a summary on how behavior is determined by the manner in which one strives to have his needs met. Use personal examples.	
After the minimal requirements are reached, each individual has his own ways of ranking needs. This individual order determines his behavior.	Define the term, personality. Describe the relationship between behavior and personality. Discuss what is actually implied in the comment, "He has a nice personality".	Adolescent Development pp. 643-651

BEHAVIORAL OUTCOME: 9. Relate the manner in which basic needs have been met to self-concept and discern the relationship between personality and maturity. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Personality is not an easily defined attribute. It is the "quality of the individual's total behavior" as revealed by his habits of thought and expression, his attitudes, interests, manner of acting and personal philosophy of life. The core of personality contains the concept the individual has of himself as a person. The adolescent's self-concept is a mirror image of what he believes significant people in his life think of him, physically and psychologically. If favorable, these "reflected appraisals" will lead him to approve of himself. If he constantly perceives these to be unfavorable, he develops a negative self-concept which makes his adjustments to life most difficult. The ideal self-concept is what the adolescent would like to be - his hopes and aspirations for himself. Sometimes the real and ideal are similar, more often they are not. It takes a great deal of effort to improve one's personality so that his real self-concept will approximate the ideal. One's personality is also characterized by how he adjusts to frustrations (unmet needs) and handles problems.	In small groups prepare skits which depict the same person displaying a different personality in different situations that include different people with whom he reacts and relates. Discuss skits: How does a person's behavior show his personality? Why does his personality show different aspects at different times, in different situations and with different people? Is this an example of good mental health? If so, what are the conditions when it would become unhealthy? Listen to a report on the book or movie, The Three Faces of Eve and the story of Dr. Jekyl and Mr. Hyde by Robert Louis Stevenson. Discuss from the standpoint that everyone has different personalities at different times, but what are the problems when this becomes extreme? Read Thresholds to Adult Living, pp. 46-49 as a basis of a discussion on "Clues to Personality". Illustrate how clues may be superficial or misleading. Read at least one reference on personality development to define and give examples of: Introvert Defense mechanisms Extrovert What factors determine when the use of defense mechanisms is a positive or negative influence on one's development? Compile a class list of personality traits. Each student select 5 which he feels best describe his personality.	Film: Improve Your Personality Filmstrips: Knowing Yourself II Series Personality Development I Series Personality Development II Serie Personality Problems Series A Changing Person p. 26 Thresholds to Adult Living pp. 46-49, 57-60 Relationships: A Study in Human Behavior pp. 41-62, 64-71, 73-84 Personal Adjustment, Marriage and Family Living Chapter 3 Dr. Jekyl and Mr. Hyde Your Marriage and Family Living p. 15 Teaching aid: Awareness: Insights Into People

BEHAVIORAL OUTCOME: 9. Relate the manner in which basic needs have been met to self-concept and discern the relationship between personality and maturity. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The ideal self-concept is what the adolescent would like to be - his hopes and aspirations for himself.	Construct a collage which depicts individual personality traits. Display collages without names on bulletin boards. Attempt to match with a list of class members' names. Relate to a discussion of how one's self-concept may not always reflect how others see him.	Pamphlets: Mental Health is a Family Affair Toward Mental Health When Mental Illness Strikes Your Family Which Am I?
Maturity is the ability to face your assets and liabilities and to handle them intelligently. Within the same person there may be many different levels of maturity and the attainment of different types of maturity may proceed at different rates of speed.	In buzz groups formulate a definition of the term, maturity. Compare definitions. Read at least one reference on maturity and make any necessary revisions. Discuss the following types of maturity: Chronological — Emotional Physical — Social Intellectual — Philosophical Discuss the following qualities of an emotionally mature person: Is not dominated by moods Is cooperative Reduces tendencies to be jealous Feelings are not easily hurt Is generous in judgment of others Works at being adaptable Holds positive attitudes about sexuality Can make reasonable decisions Meets problems constructively Accepts the consequences of his actions Has realistic life expectations Has a realistic self-concept Meets responsibilities When required, can make sacrifices for others Can one person possess all of these qualities at all times?	**Filmstrip:** **It Isn't Easy to Become an Adult** Relationships: A Study in Human Behavior p. 42-50

BEHAVIORAL OUTCOME: 9. Relate the manner in which basic needs have been met to self-concept and discern the relationship between personality and maturity. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Take at least one of these self-tests: "Score Your Maturity" and "How Adult Are You?" from Supplemental Materials for Family Living Semester Course, pp. 103, 93. "Self-Evaluation Test of Social and Ethical Maturity", "How Self-Confident Am I?" and "How Self-Reliant Am I?" from Family Life and Sex Education: Curriculum and Instruction, pp. 139-142 "Personality Analysis" from Thresholds to Adult Living, p. 61 "Analyze Your Emotions" found in Your Marriage and Family Living, p. 15 Write a personal "self-portrait". Describe the effect of the manner in which personal needs have been met on personal self-concept and personality. Conclude with an assessment of present level of maturity. Describe any changes or improvements that seem to be indicated and further attainments to be made in the achievement of identity. This could be entitled "Who I Am and Where I'm Going". (The "How I'm Going to Get There" will be discussed in Outcome #11.)	Curriculum guide: Supplemental Materials for Semester Course pp. 103, 93 Family Life and Sex Education: Curriculum and Instruction pp. 139-142 Thresholds to Adult Living p. 61 Your Marriage and Family Living p. 15

BEHAVIORAL OUTCOME: 10. Examine various aspects of adult responsibility in a democratic society, and ways of developing socially responsible behavior.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
The mature individual is concerned with the welfare of those beyond his present "world". A democracy provides privileges and necessitates the acceptance of responsibilities.	List and discuss some of an adult citizen's responsibilities in this country. Discuss the following Aristotilian quote: "Man must have society. He who can get along without it must be either a wild beast or a god." Prepare and present reports about the objectives and activities of various youth orientated groups e.g. Peace Corps, Head Start, Up-With-People, Civil Rights, Vista, Red Cross, etc. Discuss how participation in social movements gives one a purpose outside himself, can help in developing socially responsible behavior and a philosophy of feeling responsible in the society of mankind. Describe ways an individual or a group can act upon such a philosophy. Discuss ways of developing socially responsible behavior. What is the influence of the adult models a person has? Which adult models will usually have the most profound influence on a child? On a teenager? Describe an adult admired for his or her societal concerns. Describe how this person acts upon these concerns and what has been learned as a result of his or her influence. Write an essay entitled, "I am the Whole Human Race" or "The Human Race: A Race of Cowards" after giving thoughtful consideration to the following quote from Mark Twain, "Every man is in his own person the whole human race, with not a detail lacking.	Thresholds To Adult Living Chapter 14, p. 290 Relationships: A Study In Human Behavior pp. 411-415 Filmstrip: Why Should I Care How He Feels? Pamphlet: Democracy Begins In The Home

BEHAVIORAL OUTCOME: 10. Examine various aspects of adult responsibility in a democratic society and ways of developing socially responsible behavior. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
	Horace Mann is quoted as saying, "Be ashamed to die until you have acclaimed some victory for humanity". Write a paragraph which summarizes personal goal(s) which, when realized, will be one's victory for humanity.	

BEHAVIORAL OUTCOME: 11. Analyze the manner in which value systems are acquired, list personal short-term and long-term goals and formulate a philosophy of life which will allow fulfillment of these goals in keeping with personal values.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Values are deep-seated beliefs and desires that determine one's behavior and give meaning to his life. Values come from many sources, including one's culture, religion, family, school and peer group.	Write brief comments about personal opinions on these topics: Discrimination — Ecology Higher education — Citizenship Marriage — Religion War — Politics Use as a basis for a discussion of values: How do these opinions reflect values? What is meant by one's value system? How are values acquired? How do values determine goals? In one minute complete the following open-ended statements: With a gift of $100. I would ... My children won't have to ... I can hardly wait to ... I like a friend who is ... Summarize the values indicated by answers given. Take a value test such as the one found in Human Development. Compile results. Choose a close friend to take the test. Compare the values indicated by answers. Do similarities reflect the influences on each other, or that friendship developed as a result of common values held? Or both?	Bulletins: **Tho't 'n Talk** You and Your Beliefs Becoming the Complete Adult pp. 97-108 Transparencies: Values and Goals Filmstrip: Dare To Be Different Curriculum guide: Human Development pp. 89-95
Note: For explanation of these terms, refer to Human Development, p. 95.	Write brief statements describing the place of the following in individual life: Security — Family life Influence — Religion Recognition — Orderliness Helpfulness — Wealth Freedom — Workmanship New experiences — Health Friendship	

BEHAVIORAL OUTCOME: 11. Analyze the manner in which value systems are acquired, list personal short-term and long-term goals and formulate a philosophy of life which will allow fulfillment of these goals in keeping with personal values. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Values and their expression vary from culture to culture and even among families in the same culture.	Discuss the effect of families, neighborhood, friends, organizations, newspapers, television, magazines and books, school, church, movies, etc. on the development of one's value system. Do these institutions and media reflect the main values of our culture? Discuss how a person acquires the value of respect for the laws of the land. Is fear of being caught and consequential punishment the ideal basis for respect for the law? What is the difference between obeying the law because a policeman is present or obeying the law for the "common protection" of all? What training and experiences in childhood can develop this attitude in an individual? Present a socio-drama which depicts a family out for a drive in the family car. The father is speeding, but slows down when he notices a police car. His comments about the officer verbalize his attitude. Discuss the inferences received by the children to whom the man is an influential adult model. Repeat the socio-drama showing the father driving at the correct speed and commenting on what a busy neighborhood he is in and his concern for the safety of his family and the community. Compare the inferences received by the children. Listen to a clergyman or person generally admired by class members discuss the importance of establishing one's own value system rather than blindly accepting that belonging to someone else.	Filmstrip: I Never Looked At It That Way Before Transparencies: Attributes of Character Values and Goals Managing For Effective Living Chapter 2 Resource persons: Clergyman Guidance counselor Teacher Parent

BEHAVIORAL OUTCOME: 11. Analyze the manner in which value systems are acquired, list personal short-term and long-term goals and formulate a philosophy of life which will allow fulfillment of these goals in keeping with personal values. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Because values come from varied sources, contradictory values are often found in an individual's value system.	Propose some situations when a course of action may reflect contradictory values, such as: To earn an honest lower grade or a dishonest higher grade on a test To accept a date with best friend's steady or stay at home and keep the friendship To participate in some activity which conflicts with personal or family values or be rejected by the group	Filmstrip: Moral Values
Suggested books for this activity: The Adventures of Augie March by Saul Bellow To Kill a Mocking Bird by Lee Harper The Folded Leaf by William Maxwell The Finer Things of Life by Frances Patton The Catcher in the Rye by J. D. Salinger Cress Delahanty by Jessamyn West The Green Years by Cronin The Pearl by Steinbeck An American Tragedy by Drieser A Raisin in the Sun by Hansberry Cry, the Beloved Country by Patron	Read a novel about a person, preferably a youth, with values which are different from personal ones. Make an oral report comparing actions to those class member might have taken. Write a paragraph summarizing personal value system and the way it was acquired. Determine the influence of values on personal goals and the difference between short-term and long-term goals. Each class member make a chart listing five things he hopes to accomplish tomorrow; during the next year; during the next 10 years; and in his lifetime. As these goals are written give thoughtful consideration to personal philosophy of life. Keep one copy of this chart and submit an anonymous copy. Tabulate the most common goals. Discuss the possible reaons for their prevalence.	Relationships: A Study in Human Behavior pp. 5, 115-122
Goals are our objectives - the things we set out to accomplish.	Complete the survey of "Gains and Goals" from the Teacher's Guide for Thresholds to Adult Living. If possible, survey a cross section of student body anonymously but with necessary information for results to be tabulated according to sex, grade, age, race, ethnic origin, religion, etc.	Thresholds to Adult Living, Teacher's Guide p. 5

BEHAVIORAL OUTCOME: 11. Analyze the manner in which value systems are acquired, list personal short-term and long-term goals and formulate a philosophy of life which will allow fulfillment of these goals in keeping with personal values. (continued)

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Realistic goals can be established only after self-analysis.	Class members anonymously complete the questionnaire, "What About It" from Curriculum Guide for Marriage and Family Living. Collect and randomly hand out among class. Discuss the answers.	Curriculum guide: Curriculum Guide for Marriage and Family Living
Long-term goals are closely related to one's philosophy of life. A philosophy of life is the deliberate effort to make one's beliefs, morals and behavior sensible; it is his deliberate effort to unify them to give direction to his life.	Write a paper on personal philosophy of life using the outline provided in Relationships: A Study in Human Behavior. or Complete the "How I'm Going to Get There" portion of the self-portrait begun in Outcome #9.	Relationships: A Study in Human Behavior pp. 122-123 Filmstrip: Life Issues of Older Teens serie

BEHAVIORAL OUTCOME: 12. Propose reasons for preparing for marriage and family life and suggest a course of action which will lead toward successful accomplishment of this goal.

SUGGESTED CONTENT IDEAS	LEARNING OPPORTUNITIES	RESOURCES
Research indicates that the majority of Americans will marry at least once in the course of their lifetime. Patterns of the marriage relationship and family living have changed, are changing and will continue to change so long as these institutions are a part of our culture. Since individuality is valued by our culture, it seems pertinent that marriage and family living, in whatever form it may take in the future, will continue to be a highly individual matter. Also, it is no longer considered peculiar for individuals to remain single and so, as long as they find that their needs are being met in other ways, they are beginning to feel less social pressure to take this step. For the same reason, however, (the meeting of individual's needs) marriage and family life, in some form or other, probably will continue to be a part of our way of life. There is much that can be learned about human relationships (including those involved in marriage and family living) from past experiences, present research and the ability to "know thyself", which can make life more meaningful to the individual and those whose lives he touches, married or single.	Discuss the traditional "bear and forebear" approach to marriage and family life. What changes can be noted in this approach in the marriage and family living patterns of contemporary America? What are the possible reasons for this or these changes? If marriage is becoming more easy to dissolve and remarriage or staying single less socially unacceptable, why is it desirable to prepare for marriage and family life? Describe the effect of divorce upon the husband, the wife, children. Why is the premise that the only reason for preparing for marriage and family life to avoid the complexities and heartbreak of divorce a narrow premise? Observe a skit in which a family with adolescents is discussing reasons for the young people preparing for marriage and family life and ways this can be done. Make a list of each reason as it is brought out. Compare lists with classmates. Make any additions to each list. Summarize personal views on reasons for preparing for marriage and family life and a personal course of action to accomplish this goal. Indicate the possible value of this preparation if one remains single.	Marriage and the Family pp. xxviii - xxix Family Life and Sex Education: Curriculum and Instruction pp. 179-180, 195, 203-205, 212-215, 217-218, 229, 231-235 Relationships: A Study in Human Behavior pp. v-vii, 117, 330, 335 Pamphlets: Divorce What Makes a Marriage Happy? Filmstrips: Marriage and Career Taking a Look at Marriage Preparing for Marriage

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Helping Boys and Girls Understand Their Sex Roles. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. $.60.

How to Bring Up Your Child Without Prejudice. Public Affairs Pamphlet No. FL 373. $.25.

How to S-T-R-E-T-C-H Your M-O-N-E-Y. Public Affairs Pamphlet No. FL 302. $.25.

Keeping Up With Teenagers. Public Affairs Pamphlet No. FL 127. $.25.

Parent-Teenager Communication. Public Affairs Pamphlet No. FL 438. $.25.

Paying For a College Education. Public Affairs Pamphlet No. FL 404. $.25.

Sex and Our Society. Public Affairs Pamphlet No. FL 366. $.25.

Talking It Over At Home. Public Affairs Pamphlet No. FL 410. $.25.

Tensions - And How to Master Them. Public Affairs Pamphlet No. 305. $.25.

Tho't and Talk. Discussion #6, "As You Become More Mature". Extension Home Economics Bulletin.

Toward Mental Health. Public Affairs Pamphlet No. FL 120A. $.25.

Venereal Dieseases: The Silent Menace. Public Affairs Pamphlet No. 292B. $.25.

What Makes a Marriage Happy? Public Affairs Pamphlet No. 290. $.25.

What to Expect From School Counselors. Public Affairs Pamphlet No. FL 402. $.25.

When Mental Illness Strikes Your Family. Public Affairs Pamphlet No. FL 172. $.25.

BOOKLETS, PAMPHLETS AND LEAFLETS (continued)

Which Am I? Extension Home Economics Bulletin #42.

You and Your Beliefs. Extension Home Economics Bulletins #24 and #44.

AUDIO-VISUAL MATERIALS

1. Film loops

Man and Woman series. Popular Science Audio-Visuals, Incorporated, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes 3 film loops. $59.50.

Points of Departure series. Popular Science Audio-Visuals, Incorporated, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes 10 film loops. $21.50 each or $195.00 series.

2. Films

Boys Beware. Sid Davis Productions. 10'C. #1-03263. Dade County Public Schools. (Limited)

Eye of the Beholder. 30'W. #524. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201. Free loan.

Facing Reality. 10'BW. #143. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Feeling of Hostility. 30'BW. #534. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Feeling of Rejection. 20'BW. #535. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Girls Beware. Sid Davis Productions. 10'C. #1-03274. Dade County Public Schools. (Limited)

How Much Affection? McGraw-Hill. 20'BW. #1-10091. Dade County Public Schools.

Human Body, The: Reproductive System. Coronet. 16'C. #1-11249. Dade County Public Schools. (Limited)

Human Reproduction. McGraw-Hill. 21'C. #1-11252. Dade County Public Schools. (Limited). Also available from American Red Cross 5020 Biscayne Boulevard, Miami, Florida.

Improve Your Personality. Coronet. 11'BW. #1-00163. Dade County Public Schools.

Innocent Party. 15'C. #606. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

2. Films (continued)

Making Friends. 11'BW. Dade County Public Schools.

Meeting the Needs of Adolescents. 19'BW. #638. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Name Unknown. 10'C. #204. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Outsider. 12'BW. #214. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Phoebe, McGraw-Hill. 29'BW. Florida State University, Audio-Visual Service, Tallahassee, Florida. $5.00 rental fee. Also available from Miami Public Library, Biscayne Boulevard, Miami, Florida.

Psychological Difference Between the Sexes. McGraw-Hill Films. #1-13829. Dade County Public Schools.

Quarter Million Teenagers. 16'C. #719. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201. Also available from American Red Cross, 5020 Biscayne Boulevard, Miami, Florida.

Roots of Happiness. 25'BW. #736. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Teens. 25'BW. #773. Florida State Board of Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

Thread of Life, Part I and II. So. Bell. 30'C each. #1-30568, 1-30570. Dade County Public Schools.

To Be a Man. Billy Budd Films, Incorporated. Dade Coutny Public Schools.

To Be a Woman. Billy Budd Films, Incorporated. Dade County Public Schools.

To Be in Love. Billy Budd Films, Incorporated. Dade County Public Schools.

Understanding Others. McGraw-Hill. 12'C. #1-10055. Dade County Public Schools.

Who is Sylvia? 25'BW. #814. Florida State Board ob Health, Division of Health Education, Audio-Visual Library, P.O. Box 210, Jacksonville, Florida 32201.

3. Filmstrips

Being Responsible About Sex and Love series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60614.
Includes 2 filmstrips/1 record: $16.50
Responsible Sexual Attitudes
Responsible Sexual Behavior

Dare to Be Different. Guidance Associates, P.O. Box 5, Pleasantville, New York 10570. Includes 2 filmstrips w/records, $40.00 or w/cassettes, $44.00.

Dating Problems of Older Teens series. Society for Visual Education.
Includes 4 filmstrips/2 records: $32.50
Dating Conduct
The Responsiblities of Dating
The Real Thing
Taking a Look at Marriage

Everything But... Guidance Associates, P.O. Box 5, Pleasantville, New York 10570. Includes 2 filmstrips/2 records. $40.00

Family Living I series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640.
Includes 4 filmstrips: $25.00
Parents Are People Too
Getting Along With Your Brothers and Sisters
Is There a Typical Family
Getting Along With Your Family

Family Living II series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640.
Includes 2 filmstrips: $12.50
Marriage and Career
You and the Other Generation

Family Problems of Older Teens series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60614.
Includes 4 filmstrips/2 records: $32.50
Independence and Responsibility: A Two-Sided Coin
The Communication Gap
Broken Homes and Families
Families Are Important

Friendship and Love. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. $6.75

Getting Along With Others series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes 6 filmstrips: $37.50
Manners Mean More Fun
How Can I Understand Other People?
Do You Win Arguments and Lose Friends?
Are You Adaptable?
Coping With Authority
Etiquette Smooths the Way

3. Filmstrips (continued)

Health and Social Problems series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60614.
Includes 4 filmstrips/2 records, $38.00 or w/cassettes, $40.00:
Running Away
Venereal Disease
Unplanned Parenthood
Suicide

Human Reproduction series. McGraw-Hill Films, 330 West 42nd Street, New York, New York 10036. Includes 6 filmstrips: $59.00
The Male Reproductive System
The Female Reproductive System
The Menstrual Cycle
Fertilization
Development in Pregnancy
Labor and Birth

I Never Looked At It That Way Before. Guidance Associates, P.O. Box 5, Pleasantville, New York 10570. Includes 2 filmstrips 2/recoreds, $35.00 or w/cassettes, $39.00.

It Isn't Easy To Become An Adult. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. $6.75.

Knowing Yourself I series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes 6 filmstrips: $37.50
Understanding Myself
Who Do I Want To Be?
So You Are Not Just Like Everybody Else!
Your Search For Self
Needs, Satisfactions and Goals
On Being Different

Knowing Yourself II series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes 4 filmstrips: $25.00
Hero Worship
Are You Creative?
The Therapy of Laughter
Do You Really Listen?

Life Issues of Older Teens Series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60614.
Includes 4 filmstrips/2 records: $32.50
What Do You Believe About Life
Choosing a Career
Preparing for Marriage
Relating to Those in Authority

3. Filmstrips (continued)

Love and the Facts of Life series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60414.
Includes 5 filmstrips w/recoreds, $44.50 or w/cassettes, $50.00:
- Learning About Love and Sex
- Growing Up, From Childhood to Maturity
- Having a Baby
- Understanding Your Love Feelings
- Who Am I? The Search for Self

Masculinity and Femininity. Guidance Associates, P.O. Box 5, Pleasantville, New York 10570. Includes 2 filmstrips/2 records, $40.00.

Meaning of Success, The. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. $6.75.

Moral Values series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes set of 5 filmstrips: $31.50
- If It Isn't Yours
- Who Are Your Ideals?
- Good or Bad?
- Striving for Excellence
- Ideals To Live By

Personality Development I series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640.
Includes 6 filmstrips: $37.50
- Are You An Interesting Person?
- So You Want To Be Independent?
- Should You Feel Inferior
- Personality and Physique
- Building Self-Confidence
- Shyness

Personality Development II series. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640.
Includes 6 filmstrips: $37.50
- Taking On Responsibility
- Making Decisions
- Facing Disappointments
- Taking Criticism
- Turning Over a New Leaf
- To Be Somebody

Personal Problems. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Includes 6 filmstrips: $37.50
- Status Seeking
- Anxiety
- Frustration!
- Your Fight Against Fear
- Personal Problem Solving
- Everyone Makes Mistakes

3. Filmstrips (continued)

Popularity Parade. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. $6.75.

Popularity Problems of Older Teens series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60414.
Includes 4 filmstrips/2 records: $32.50
Accepting Yourself
Learning to Relate to Others
Learning to Relate to Groups
Handling Pressures to Be Popular

Sexual Values in Society. Guidance Associates, P.O. Box 5, Pleasantville, New York 10570. Includes 2 filmstrips/2 records. $40.00.

Social Problems series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60414.
Includes 4 filmstrips/w records, $34.50 or w/cassettes, $38.00
Alcohol
Leisure
Delinquency
Prejudice

Tuned-Out Generation, The. Guidance Associates, P.O. Box 5, Pleasantville, New York 10570. Includes 2 filmstrips/w recoreds, $35.00 or w/cassettes $39.00.

Values for Teenagers: The Choice Is Yours. Guidance Associates, P.O Box 5, Pleasantville, New York 10570. Includes 2 filmstrips 2/records, $35.00 or w/cassettes, $39.00.

Why Should I Care How He Feels. Popular Science Audio-Visuals, 5235 Ravenswood Avenue, Chicago, Illinois 60640. $6.75.

Why Wait Till Marriage? series. Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60414.
Includes 4 filmstrips w/records, $38.00 or w/cassettes, $40.00:
A Style All Your Own
A More Than Private Affair
Man Is More Than An Animal
The Sexual Revolution

4. Teaching aids

Awareness: Insights Into People. J. C. Penney Company, Incorporated, Educational and Consumer Relations, 1301 Avenue of the Americas, New York, New York 10019. Includes sound filmstrip, case studies and a game. $10.00

Dating Problems Checklist. Family Life Publications, Incorporated, P.O. Box 427, Saluda, North Carolina 28773. Specimen set, $.35.

4. Teaching aids (continued)

Worth Waiting For. Science Research Associates, Incorporated, 259 East Erie Street, Chicago, Illinois 60611. Includes 6 records and discussion guide. $41.75.

5. Transparencies

Attributes of Character. 3M Company, 3M Center, St. Paul, Minnesota 55101. Includes 23 visuals. $35.00

Values and Goals. 3M Company. 3M Center, St. Paul, Minnesota 55101. Includes 23 visuals. $35.00

CURRICULUM GUIDES

Curriculum Guide for Marriage and Family Living. Broward County Schools, Fort Lauderdale, Florida, 1967.

Human Development. State of Florida, Department of Education, Tallahassee, Florida, 1970.

Supplemental Materials for Family Living Semester Course. Pinellas County, Board of Public Instruction, Clearwater, Florida, 1967.

GAME

Generation Gap. Western Publishing Company, School and Library Department, 150 Parish Drive, Wayne, New Jersey 07470. $15.00